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Rickie Dean Everett

Eastern Illinois University

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A HANDBOOK FOR THE DEVELOPMENT OF RECORDED

INTERVIEWS FOR A COURSE IN ORAL HISTORY

(TITLE)

BY

Rickie Dean Everett

FIELD STUDY

~~THESIS~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1986
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

DATE

DATE

DEPARTMENT HEAD

A HANDBOOK FOR THE DEVELOPMENT
OF RECORDED INTERVIEWS FOR A
COURSE IN ORAL HISTORY

BY

Rickie Dean Everett

ABSTRACT OF A FIELD STUDY

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

1986

The local community has a natural resource that in all too many places is not being used properly. If this resource is not preserved, it will be lost forever. The natural resource is the experiences and recollections of people, people who have memories of the events that the students of the community have only read about. These people's recollections, with their unique way of conveying them should be saved.

Charleston High School is suggesting just such preservation. A class in oral history is under study for Charleston High School. This paper is part of an attempt to lay a foundation for that class.

This field study is a handbook for students taking the proposed oral history class at Charleston High School. In the handbook students are introduced to research techniques that may be used in dealing with oral history. The student is also advised as to the manner of selecting an interviewee, contacting that person and setting up a time for an interview.

There is a section on research required of an oral history project. The student is also advised that local groups may be of great help in finding background information on community history. Sources such as newspapers and local residents are emphasized.

The interview process is discussed with emphasis being placed on specific interview skills such as: asking open

ended questions, having a prepared list of questions, having a good understanding of the subject because of proper research done prior to the interview, and showing genuine interest in what the interviewee is saying.

The handbook has a section on the use of both audio and video tape for recording oral history interviews. The handbook puts greater emphasis on video recording.

The paper has an appendix that explains camera set-up, release forms, and evaluation of student produced material.

There is a need for the preservation of local history. The longer we wait the more of it we lose. This paper is an attempt to start the preservation process at Charleston High School.

Acknowledgements

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Beginning Statement

Community Unit District #1, Charleston, Illinois, considers people to be a natural resource of a community and nation. The skill and talent that these people possess are important. Their experiences, recollections, and interpretations of happenings should be preserved for future generations. In order to preserve as much of this natural resource as possible, Charleston High School is preparing to offer a class in oral history. This paper is intended to be a handbook for students taking the course.

Introduction

We, in the social studies department, believe that people are a natural resource to a nation and community. The characteristics that make individuals unique from anybody else; their idiosyncrasies, speech patterns and cadence, dialect, and perhaps most of all, their experiences that only they have had and only they can tell, should be preserved no less than we preserve any other natural resource our nation and community cherish.

The social studies department offers a one semester course that does just that. Our Primary Source History class does research, interviews and produces video tapes of topics of local historical interest. The student learns production techniques, research skills, interviewing, goal setting, as well as the history of the class projects.

The finished projects will be used in current American history survey classes as resource material. Imagine how much more real and alive history could become if teachers had this material that showed events of local interest being explained by people who had been present, telling in their own words, in their own unique way, their views and recollections.

We believe that such completed projects will not only be providing a community service (copies of these projects may be supplied to the public library and local historical

society), but the skills and techniques, as well as the historical appreciation that a student in this course will gain, will be a lifetime enrichment.

Oral history is a branch of historical research. It is a combination of ancient technique and modern technology. More than 2,000 years ago the Greeks gathered history by interviewing people. The modern technology involved is the tape recorder, both audio and video (Davis, Back and MacLean, 1975, p.3). There has been a great growth in the popularity of oral history over the past few years. It is sometimes referred to as the "growth industry" of history (Danaway and Baum, 1984, pp.xxi-xxii). This is good. We should be interested in the experiences of those around us.

Everyone has a story to tell
if only someone would listen,
if only someone would ask. (Zimmerman, 1981, p.ix)

We can learn a lot from other people. These other people do not have to be famous or heroes. We each have a history which has a value (Zimmerman, 1981, p.6). Once gone, these individual histories that can enrich our culture are gone forever (Motich, 1979, p.ii). We need to seek out individuals and record their personal histories and recollections.

A subject should be chosen carefully. One should keep in mind the resources and limits of our program as well as that of time and travel (Davis, et al., 1975, p.18). This handbook, class discussion and assignments will help the student successfully complete an oral history project.

Equipment

The two kinds of recorders, audio and video, are available to students in preparing material for class, we hope to get as much as we can on video tape. There will be some occasions that may force us to rely on audio recordings only.

Reel-to-reel recorders may produce a little better quality sound than cassette recorders, but they are not as convenient or practical for interviewing on location. Our recorders will operate on batteries or household current. It is recommended that household current be used whenever possible for a more reliable source of power. For this reason it is important to take an extension cord on all interviews (Davis, et al., 1975, p.27).

Using a remote microphone means that the recorder itself can be kept close for easy access and monitoring. The idea that keeping it out of sight of the interviewee may ease some of the anxiety some people feel when being recorded (Hoopes, 1979, pp.82-83). Along those same lines the microphone should be placed where it is relatively unobtrusive. Do not hold it in hand and move it back and forth from you to the interviewee. Place the microphone on something secure, such as a table. Put a cloth underneath the microphone to help absorb some of the echo sound that might come from the hard surface. If in a setting where the microphone must be held, hold it steady and out of the way.

Place it on something secure if at all possible (Motich, 1979, p.13).

Students should practice with all recording equipment until they are comfortable in using them. Nothing would make an already-nervous person more nervous than an interviewer who is uncomfortable using a piece of equipment. Know how to load the recording tape quickly and quietly. Be familiar with the keys that control on, off, pause, record, etc. From time to time during the interview, casually glance at the recorder to make certain the tape is running and the sound level is sufficient.

There are all kinds of audio tapes on the market. For our purposes, we avoid the "3 for 99 cents" bargains. Likewise, we do not use the expensive tape that is often used to record music. Sixty minute tapes (C-60) are best for our use (Mitoch, 1979, p.12). The longer-playing cassettes are thinner tape that may be easily torn or stretched -- something with which we do not need to be bothered (Hoopes, 1979, pp.82-83). Another advantage to mid-priced tapes is that they usually come in their own individual plastic container. These plastic containers should be kept for safe storage of the recorded tape (Key, 1979, p.26).

The equipment needed for an audio recording could become cumbersome. Once again we do not want to make the interviewee nervous by carelessly dropping the recorder as we first step into the house, by having extra batteries

falling out of our pockets or making several trips to the car to get more equipment. For this reason, we must carry all of our equipment in a briefcase. The briefcase must contain a check-off list of the items we will need for the interview. This list should serve to prevent embarrassment by finding that something has been forgotten.(see Appendix A).

It is the hope of the instructor that most, if not all, our interviews can be on video tape. Video tape has all the attributes of audio tape and much more. Facial expressions and gestures recorded on video tape give the interview a much greater depth (Jolly, 1982, p.110). Whether the camera focuses on the large rough hands of a laborer or the quiver at the corner of the mouth of one telling of a sad experience in his lifetime, the camera makes the interview so much more real. The viewers can empathized so much more readily with the video recording. If the eyes are windows to the soul, video tape is a window to the better understanding and knowing of an interviewee.

In the oral history class, we will use a GE color video camera (1CVC3035E) and portable video recorder (1CVD3020X). This equipment is both technologically advanced and simple to use. The camera has a character generator that allows titles or other information to be printed on the screen. Those using video equipment will be responsible for learning how to do this as well as using the fade device. The user must also be able to zoom in and out fluidly, as well as

panning smoothly and using the macro lens setting. The recorder works on either batteries or house current. The user will be responsible for knowing how to operate it under either condition.

We will use a high grade T-120 video cassette for our recordings. The high grade tape is usually better quality and the color on the recording is true even under conditions of low light. Also the higher grade makes a better tape to record from when making copies to give to the interviewee or library or historical society. We will record at standard play to get the best reproduction in sound and video. At the standard recording rate, each cassette will record up to two hours. Immediately after the interview, the tab on the back edge of the tape cassette should be pulled off, making it impossible for the tape to be accidentally re-recorded or erased.

We have a carrying case that very neatly holds the camera, recorder, battery and extra video cassette. The only other items that might be needed are an extension cord and tripod. All of this can be carried easily at one time.

A check-off list must be included with the video equipment. This check-off list is a list of items you need to take. The list should be used both in preparing to leave for the interview and when the interview is over, so as not to leave an item behind (see Appendix B).

It is a good idea to visit the location of the interview in advance of the recording. This visit provides

the interviewer with the opportunity to look for the best place to seat the interviewee. The interviewee should be comfortable, but several things must be considered when video recording. Will there be a window or other light source behind the person being interviewed? This may make him appear as a shadow on the screen. Are there a lot of nicknacks on the wall behind the interviewer that might be distracting to the viewer? Is this a quiet part of the house? Will people be passing through, or can you hear what is going on in the next room (Jolly, 1982, p.112)?

An audio interview usually takes two people - the interviewee and the interviewer. A video interview requires a third person to operate the camera. The interviewer will find it extremely difficult or impossible to do all that is required when video is added. The cameraman's job is to see that the equipment is set up properly, that the tape is running, and that the true personality of the interviewee is captured on video tape. The cameraman must be listening to the interview as well as planning what shot to take next. The cameraman must constantly consider whether this reply should be captured by a close-up, a zoom out or a pan. The cameraman has a very important and even artistic responsibility to the interview.

One other thing that should be decided is the location of the camera in respect to the interviewee and interviewer. If those two are sitting next to each other and the camera makes up the third corner of the triangle (see Appendix C),

the interviewee tends to reply and face the interviewer with the camera getting only a profile. Another way of placing the camera is behind the interviewer and over the shoulder. This way the camera can pick up a full front view of the one being interviewed (see Appendix D). Accommodations may limit where you can put the camera. It is suggested that the angle of the camera should be changed once or twice during an hour's interview.

Another suggestion is that after the interview, the macro setting on the lens of the camera be used to get close-ups of any pictures that the interviewee mentioned in the course of the interview (Jolly, 1982, p.116).

Selection of Interviewee

A very important part of the interview project will be the selection of the person to be interviewed. People who are selected do not have to be nationally known or even a household name in the community. What is significant historically is in the eyes and ears of the beholder. A decision may be made to interview a local resident about an experience that happened to him half-way around the world, or perhaps something that occurred in Charleston. Some who might make interesting interviews are doctors, lawyers, judges, newspaper editors, bankers, merchants, law enforcement personnel, EIU faculty and staff and so on.

A file of potential interviewees should be developed (see Appendix E). The file should show the name, address, and phone number of the potential interviewee. It should include the name and relationship of the person who suggested the prospect. The topic or list of topics the interviewee would be interested in discussing should also be noted (Davis et al., 1975, pp.18-19).

Do not choose a person to interview entirely on the basis of age. Some suggestions for making your selection of an interviewee are as follows:

- 1) His/her memory; is it extensive, detailed and reliable?
- 2) Subject's interest in the past.
- 3) Prospect's self-confidence and sense of personal worth? (Davis, 1975, p.20)

One of the best original contacts is a letter or telephone call telling him/her of your project and your interest in an interview. At this time mention might be made of the person who suggested the prospect as an interesting person to be interviewed. If the prospect agrees to be interviewed, and not all will, start to compile biographical information to help in your research. Tell the prospect that the interview will be recorded and explain the legal and ethical details that may be involved. If the prospect is still willing, then a get-acquainted meeting should be scheduled (Davis, 1975, p.21).

Try to establish a good working relationship during this first meeting. This meeting is one of exploring topics that may be covered. Remind the interviewee that oral history is deliberately informal and conversational. Memories, experiences, and feelings about the topic to be selected are sought. Please note that this first meeting is not an interview and only broad topics should be discussed. This is more easily done if the first meeting is kept brief (Davis, 1975, pp.21-22).

At the close of this meeting a time for a second meeting, one in which a recorded interview will take place, should be tentatively set. If more time is needed to complete any research begun, it is important to call soon to adjust the time to a more mutually agreeable one. Be sure to check about the availability of the equipment (see Appendix F).

Research

Research for an oral history project can be different than many other projects. If the topic to be covered is one of national or state renown, then encyclopedias, books and magazines may be good sources of information. If the topic is limited in scope to the county or even the city, then one may need to use the services of the newspaper office to look up articles dealing with the topic. There may be some special books written about the history of the county or community that may be of use. The county historical society would be a great place to get help and encouragement on information dealing with local history (Hoopes, 1979, p.75).

After doing the research necessary, prepare an outline of topics and general questions to ask the interviewee. Turn in this outline to your instructor for discussion and possible suggestions and clarifications.

The above description is very brief. Actual research may involve several hours of hard work. It will be time well spent because the very foundation of a good interview will be the research done. A knowledgeable interviewer is one of the keys to a successful project. The interviewee can sense whether an interviewer is prepared or not. Possess the information needed to produce a successful interview.

The Interview

A day or two before the planned interview, call the interviewee to confirm the interview. The best interviews take preparation time for both parties. When a time has been agreed upon, be sure to allow enough time to set up and take down the equipment. Speaking before a camera can be tiring. Allow for video interviews to last no more than one hour (Jolly, 1982, p.119).

Arrive promptly and re-introduce yourself. Restate your reasons for being there and try to establish a calm, relaxed atmosphere. Be yourself (Hoopes, 1979, p.87). Be certain the interviewee is comfortable. Seat them in their favorite chair. Discourage the presence of a third party (Baum, 1971, p.26).

A suggested way to start an interview would be to say, "Before we talk about -----(the topic of the interview), please tell us about yourself. How long have you lived in Charleston?" (Baum, 1971, p.27)

An experienced interviewer brings out the best in the interviewee. Have questions written in phrase form so you may glance at them and ask them of the interviewee instead of reading them. It is not necessary to ask every question in your prepared outline. If the topic begins to stray, use your outline to get back to the point of the interview. Likewise, if the digression is interesting, allow it to develop (Jolly, 1982, pp.118-119).

Do not worry about pauses by the interviewee in answering questions. The camera is catching his every movement. The viewer who sees the final interview will get to know the interviewee by the camera concentrating on his facial expression or his tapping fingers. This is true also with stuttering, slang, and anything else that is unique to the individual being interviewed (Zimmerman, 1981, p.19).

Remember that the interviewee is more likely to make an effort when it is obvious that we have done our research, that we are familiar with the subject and that we have prepared carefully for this interview (Hoopes, 1979, p.74).

Some helpful tips in conducting an interview are as follows:

- 1) Ask questions that require more than a yes or no.
- 2) Start with Why, How, Where, What kind of...
- 3) Ask one question at a time.
- 4) Ask brief questions.
- 5) Don't let periods of silence fluster you.
- 6) Don't interrupt a good story because you have thought of a question.
- 7) Avoid using the interview to show off your own knowledge, vocabulary, charm or other abilities (Baum, 1971, pp.33-35).

A good interviewer must keep in mind what he is trying to accomplish. Ask clear questions; listen carefully; and make the interviewee feel comfortable and self-confident (Zimmerman, 1981 p.19).

Immediately after the interview, the tab on the cassette should be broken off to prevent any accidental erasing. Offer to play back some of the interview as a courtesy and make comments on the points that were brought out (Jolly, 1982, p.119). Let the interviewee know that what was discussed was interesting.

In summary:

- 1) Try to establish rapport with the interviewee.
- 2) Observe the physical setting, mannerisms, etc. Adjust your speech and behavior to the circumstances.
- 3) Relax and enjoy a friendly conversation.
- 4) Be a good observer and listener.
- 5) The best interviewers say as little as possible.
- 6) Try not to interrupt or steer the conversation.
- 7) Use open-ended questions when possible.
- 8) Avoid imposing on a person's time or overtaxing him/her.
- 9) Always respect a person's right to privacy (Motoch, 1979, pp.8-9).

Clearance

Upon the completion of a successful interview, a new source of information has been created. That is, you and the interviewee have created a new source of historical reference material. Technically and legally, this new production does not belong to you, and you do not have the right to share it with anyone until you have permission to do so from the one who was interviewed.

This permission is sometimes called a clearance and should be in writing. The forms can vary from being quite lengthy and restrictive or very simple short expressions of permission for the interviewer to do with the recorded interview as he/she wishes (see Appendixes G and H). For our purpose, we will use the one-page, no restriction form whenever possible. John N. Neuenschwander says that "legal agreements that do not omit important provisions and are written in plain and unambiguous language usually do not wind up in court" (pp.14-15).

There are differences of opinion as to when to get the interviewee to sign the clearance. Davis et. al. says, "Without a signed release, it is not safe to make the fruits of your interview labor available to researchers, because you do not have the legal right to share another person's recollections" (p.22). Hoopes says, "More often than not, the release is signed at the end of the session" (p.132.) If the interviewee does balk at first, perhaps suspecting a profit motive by misinterpreting part of the clearance's

wording, point out that commercial use of any project from this class is very remote. If need be, a non-commercial use clause may be added to the clearance. Emphasize the idea of future generations being able to learn from the interviewee's experiences and his unique way of relating those experiences (Davis, et al., 1975, p. 23). Stress the fact that in an oral interview project, getting a release is a must for completion of the assignment. Until a clearance is signed, the interview must be treated as private and confidential (Key, 1979, p.30).

Evaluation

As with all classes, it will be necessary to evaluate achievement. Throughout the semester there will be quizzes about the use of the recorders and other material covered in class. The video recorded interview will count for 60 percent of the final grade in this class.

The interview will be broken into four categories:

Research, Production, Historic Value, and Self-evaluation.

The research part will be graded by the instructor. The grading will be based upon notes taken while doing research, the outline of topics to be covered in the interview, specific questions developed from research, and the resource material used (see Appendix I).

Production will be evaluated by the instructor on camera work and overall quality in both audio and video interview techniques used or lack thereof, and completion of the project on schedule. The evaluation will also be based on following guidelines, such as, reserving equipment ahead of time, making out lists of prospective interviewees, and seeing that all clearances are on file (see Appendix J).

The Historical Value category will be graded by two other members of the social studies department. They will evaluate the production on the choice of topic, the coverage of the topic, and the interest level of the production (see Appendix K). The two instructors' scores will be averaged to determine a grade in the Historic Value category of your evaluation.

A self-evaluation form as part of the evaluation for your recorded interview project will be required (see Appendix L).

The four grades from the interview project will be added together and averaged to get an overall letter grade for the project. Your project grade and your earlier quizzes will be the basis for your final grade in this class.

Conclusion

An oral history project can be very time consuming. A lot of effort, time and skill are involved, but the finished product will be well-worth the effort. Besides the better understanding you achieve of the topic you select, there will be history classes at Charleston High School that will be viewing your interview and learning for years to come because of your effort and talent.

You are not creating something for just the time being. You are saving history. No one has had your interviewee's identical experiences, nor can anyone share the same experiences in the same unique way. In this class one has the opportunity of selecting the topic, doing the research, contacting prospective interviewees, recording their recollections, and completing a finished product.

First efforts will probably not be comparable to an NBC production. They may never be. But with dedicated effort and experience, you will improve your interview techniques, and your product will become more professional. A final outcome for you will be that your knowledge of man will become broader with greater understanding of our people and culture.

Project Conclusion

Many things can come from an oral history project, including increased research skills, refinement of social skills needed in the interview process, cooperation with others in working on the same project, setting a goal and working out a time schedule to achieve that goal.

With the availability of video recorders today, there is little excuse for not preserving more local history. This may be new to educators, but the advice is the same as for the students in the handbook section - start today! Study, plan research, and then do an oral history project. Only by actually doing a project will social studies teachers get the experience upon which to base their next oral history project.

Oral history does not have to be transcribed. Canada and the United Kingdom do very little transcribing of oral history projects (cited in Dunaway and Baum, 1984). With video interviews, one can capture something that cannot be described on paper. The personality of the interviewee, as well as his recollections of experiences, are what is sought.

The popularity of Studs Turkel's books based on interviews, Charles Kuralt's new book, and his reports on television show that people are interested in people. There are some very interesting people whose stories will die with them unless they are recorded for posterity.

One of the best things to come out of a successful oral history project is the sense of pride and accomplishment felt on the part of the participants. They believe and rightly so, that they are creating something of value, something of more than just temporary worth. When their names appear in the credits on the screen, a feeling of achievement for having done something worth while is a common sensation.

Not only has the student learned more local history and picked up some production skills along the way, but he has also achieved one of the most important goals of an education. He has formed a sense of self-worth.

Appendix A
Check List for Audio Interview

	out	in
Microphone	_____	_____
Tape recorder	_____	_____
Batteries	_____	_____
Extra batteries	_____	_____
Blank tapes (prelabeled)	_____	_____
Extension cord	_____	_____
Outline of questions	_____	_____
Clearance forms	_____	_____
Pen	_____	_____

Interviewee

Interviewer

Appendix B

Check List for Video Recording

	out	in
Camera	_____	_____
Viewfinder/microphone	_____	_____
Batteries	_____	_____
Power adaptor	_____	_____
Recorder	_____	_____
Shoulder strap	_____	_____
Blank tape	_____	_____
Extension cord	_____	_____
Tripod (handle, mount attachment)	_____	_____
Outline of questions	_____	_____
Clearance forms	_____	_____
Pen	_____	_____
Interviewee	Interviewer	

Appendix C

Location of Camera

Interviewee



Interviewer



Cameraman

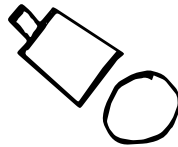
Appendix D

Location of Camera

Interviewee



Interviewer



Cameraman

Appendix E

Interviewee File

Name--

Address--

Phone number--

Name of person suggesting interviewee--

Relationship of above named person to interviewee--

Topics interviewee may discuss--

Appendix F
Equipment Use Calendar

5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30 31

FEBRUARY 1986

2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 334 Last Quarter
2 333 Ground Hog Day	3 332	4 331	5 330	6 329	7 328	8 327 New Moon Boy Scouts Founded, 1910
9 326	10 325	11 324 <i>Kathy</i> <i>VC-R 4PM</i> Thomas Edison, 1847	12 323 Ash Wednesday Abraham Lincoln, 1809	13 322	14 321 <i>Jim</i> <i>VC-R 4PM</i> St. Valentine's Day	15 320
16 319 First Quarter	17 318 Washington's Birthday Observed	18 317	19 316	20 315 <i>Mike</i> <i>Audio Recorder</i> <i>8AM</i>	21 314	22 313 George Washington, 1732
23 312	24 311 Full Moon	25 310	26 309	27 308	28 307	

Appendix G

Clearance Form

Date

I hereby give to Charleston High School for whatever scholarly or educational purposes may be determined, the video tape recordings, transcripts, and contents of this oral history interview.

Signature of interviewee

Signature of interviewer

Name

Name

Address

Special restrictions--

(Dunaway and Baum, 1984, p.364)

Appendix H

Unconditional Release

Charleston High School

For and in consideration of the participation by Charleston High School in any programs involving the dissemination of tape recorded memoirs and oral history material for publication, copyright, and other uses, I hereby release all right, title, or interest in and to all of my tape-recorded memoirs to Charleston High School and declare that they may be used without any restriction whatsoever and may be copyrighted and published by the said Charleston High School, which may also assign said copyright and publication rights to serious research scholars.

In addition to the rights and authority given to you under the preceding paragraph, I hereby authorize you to edit, publish, sell and/or license the use of my Oral History memoir in any other manner which the Charleston High School considers to be desirable, and I waive any claim to any payments which may be received as a consequence thereof by the Charleston High School.

Place

Date

Interviewee

Interviewer
(for Charleston High School)

(Davis, et al., 1975, p.23)

Appendix I

Research Grade

You are being given points 1-5 (1 being F, 5 being A) for the quality of work in the following areas:

_____ Notes taken during research
(neatness, documentation, etc.)

_____ Use of original material
(letters, newspapers, etc.)

_____ Use of school, public and EIU libraries.

_____ Submitted outline of topics to be discussed.

_____ Specific questions in phrase form.

Average_____

Appendix J

Production Grade

Your production grade will be determined by scores (1 equals F, 5 equals A) in the following areas:

- ____ Camera work
(appropriate use of fade, pan, zoom, etc.)
- ____ Quality of sight and sound.
- ____ Completing the project on schedule.
- ____ Following guidelines.
- ____ Care taken in use and demonstrated knowledge of equipment.
- ____ Use of good interview techniques.

Average _____

Appendix K

Historical Value Grade

Instructor, please answer the following questions by using numbers 1-5; 1 being unacceptable and 5 being excellent.

____ Overall appearance of tape - true color, good sound, smooth camera work, etc.

____ Choice of topic.

____ Coverage of topic selected.

____ Ability to hold your interest.

____ Ability to hold interest of class.

____ Evidence of knowledge of topic by interviewer.

____ "New" information found in interview.

____ Would you use it in your classroom? (1 no, 5 yes)

Average _____

Suggestions--

Appendix L

Self-evaluation Form

Please rate yourself (1 being poor, 5 being excellent) on the following:

____ Quality and amount of research.

____ Interview techniques.

____ Following instructions and completion on schedule.

____ Usefulness of finished product.

____ Overall knowledge gained in project
(use of equipment, managing time, working with others,
learning of local history, etc.)

____ How satisfied are you with the finished product?

Average _____

Suggestions--

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